DOCUMENT RESUME

ED 041 521 24 FL 001 878

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TITLE Research and Development Needs and Priorities for the Education of the Spanish-Speaking People.
INSTITUTION Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Bureau of Research.
BUREAU NO BR-6-2827
PUB DATE Jul 70
CONTRACT OEC-4-7-062827-3078
NOTE 42p.

EDRS PRICE EDRS Price MF-$0.25 HC-$2.20
DESCRIPTORS Affective Behavior, Behavioral Science Research, Biculturalism, Bilingual Students, Community Attitudes, Cultural Awareness, Cultural Traits, *Educational Improvement, Educational Research, English (Second Language), Environmental Research, Instructional Improvement, Latin American Culture, *Mexican Americans, *Research, *Research Needs, Spanish Americans, *Spanish Speaking, Student Attitudes

ABSTRACT

Identification of 26 high priority problem areas in education which affect the lives of the Mexican-American, Puerto Rican, Cuban, and other Latin American peoples in the United States is made in this report. Examination of these areas, determined by a research task force, led to the development of 20 "state-of-the-art" papers which generated recommendations by a selected panel for further research and development. The panel's recommendations, contained in this report, concern: (1) institutional change, (2) reading programs, (3) Chicano community action, (4) use of Mexican-American paraprofessionals, (5) effects of cultural marginality on personality, (6) effects of culturally pluralistic education, (7) peer group influence, (8) deviant behavior, (9) higher education, (10) modification of teacher behavior, (11) positive and negative effects of Chicano militancy, (12) testing, (13) effects of self-image and stereotypes on learning, (14) sociolinguistics and Spanish and English language varieties in the Southwest, (15) status and effect of Headstart programs, (16) adult education, (17) variables in the learning process, (18) vocational and technical education, and (19) current retardation procedures and social implications. (RL)

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# RESEARCH AND DEVELOPMENT NEEDS AND PRIORITIES

# FOR

# THE EDUCATION OF THE SPANISH-SPEAKING PEOPLE

A Bureau of Research Project

Undertaken by a Selected Committee

for the

Southwestern Cooperative Educational Laboratory, Inc.

A Report Prepared

by

Dr. Atilano A. Valencia

July, 1970

FL001878

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# I. INTRODUCTION

Through the years, the language and other cultural references of the Hispano-Mexican have been deleted from educational content and methodology. Many contemporary Mexican American scholars and Anglo social scientists contend that negative attitudes about using Spanish and practicing other elements of the Hispanic-Mexican culture have developed because of cultural omissions in the curriculum, or by school people who actually encourage Mexican American youngsters to drop their native cultural practices.

Today's statistics clearly reveal that the Mexican American, on the average, drops out of school at a percentage almost three times higher than the Anglo. It also is well documented that the Mexican American achieves about four years less education than the Anglo. Unquestionably, a serious deficiency exists in today's educational system. If we are to accept the existence of a multicultural America, the school must begin to seriously examine its shortcomings in terms of ethnic groups other than only the Anglo-American. This means that prospective programs also must be based on the most pressing needs of the six and one-half million Mexican Americans in today's society.

During the 1960's, federal monies were made available for various types of programs for Mexican Americans. Needless to say, these were simply the beginning. A more intensive effort is needed. However, considering the scarce resources available to meet critical issues, duplication of effort and "re-invention of the wheel" must be avoided. A planned systematic approach to

determine research and development needs (and priorities to get at these needs) is urgently needed.

In December, 1968, Armando Rodriguez from the Mexican American Affairs Unit, HEW, USOE, met with Dr. James Olivero and Dr. Atilano Valencia of the SWCEL to discuss means for attacking this problem. As a result of this meeting, the SWCEL accepted the assignment to initiate a project that would, in essence, identify priority areas of educational needs of the Mexican American. The project findings ultimately would provide information on the status of research and/or development in 20-25 major problem areas. It was expected that this type of data would be disseminated to various agencies and institutions (funding, and research or program oriented). It was further expected that this would have dramatic implications in allocating funds and extending research in areas that are clearly classified as "high priority." In December, 1968, a total of $19,260 was approved by the Bureau of Research, USOE, to carry forth the proposed project.

Three major phases were proposed to achieve the objectives of the project:

1. Identification of needs and delineation of 20-25 problem areas for further examination.

2. Development of one or more position papers based on each of the problem areas delineated in Phase 1.

3. Synthesis and review of different points of view on a priority basis to ascertain the following: (a) problems requiring further research before a development project can be undertaken, and (b) problems with a broad enough research base for development projects to be recommended.

To accomplished Phase 1, a committee of experts from various fields of specialization (education, sociology, psychology, and research) was selected. Their role was to:

1. Identify and select 20-25 high priority problem areas relative to the education of the Mexican American.

2. Identify scholars in the country to provide an in-depth treatment of the problem area (based on their knowledge and previous research) through a "state-of-the-art" paper. It was expected that the papers would provide the following elements:

    a. Nature and scope of the problem
    b. Status and research on the topic (depth, adequacy, scope and research efforts in the area of need)
    c. Suggested research emphasis
    d. Methodological considerations

Phase 2 was envisioned as an outgrowth of the action initiated in Phase 1. The principal objective in Phase 2 was for the SWCEL project coordinator to enlist the services of position-paper writers suggested in Phase 1, as well as to coordinate activities relative to the collection and distribution of copies to Panel 2 participants.

Phase 3 included a third group of experts, composed of members from the first panel, whose purpose was to carefully analyze and review all of the position papers to determine and recommend problem areas that need to be researched or are ready for program development.

Specifically, the second committee was to:

1. Establish priorities for research and/or development.
2. Differentiate between problem areas requiring further research from those with a broad enough research base where program development can be undertaken.
3. Within a given problem area, ascertain what further research is needed prior to the development stage.
4. Based on evidence given in problems with a sufficiently broad research base, determine the types of development projects to be undertaken.
5. Suggest, if possible, dollar investments for the various research and development projects.

Based on the project findings and recommendations given by the second panel of experts, a final report was to be compiled by the SWCEL Project Director and submitted to the Bureau of Research.

## II. PROBLEM AREAS FOR RESEARCH AND/OR DEVELOPMENT

### The First Project Research Task

The first task undertaken in the project was the construction of an instrument that would facilitate the identification of problem areas related to the education of the Mexican American. A copy of this instrument is provided in Appendix A. This instrument was mailed to approximately 50 scholars, practitioners, etc., who are familiar with the most acute needs in the Mexican American population, and/or who are working in communities or programs in which Mexican Americans are found. These findings provided a basis for the identification and delineation of high priority problem areas by the first Task Force Committee.

### Panel 1 Proceedings:

On October 17-19, 1969, the first committee of experts met to identify 20-25 problem areas for further treatment by prospective position paper writers.

The panel consisted of:

Dr. David Ballesteros
Mexican American Affairs Unit
HEW, USOE
Washington, D.C.

Dr. Tom Carter
Department of Sociology
University of Texas at El Paso

Mr. Edward Casavantes, Deputy Chief
Mexican American Studies Division
U. S. Commission on Civil Rights
Washington, D. C.

Dr. Charles Leyba, Director
Project Maestro
California State College at Los Angeles

Dr. Julian Nava
San Fernando State College

Dr. Uvaldo Palomares
Human Development Training Center
San Diego State College

Mr. Henry Ramirez, Chief
Mexican American Studies Division
U. S. Commission on Civil Rights
Washington, D. C.

Dr. Mari-Luci Ulibarri
Cultural Awareness Center
The University of New Mexico

Dr. Atilano A. Valencia, Director
Related Programs for Mexican Americans
Albuquerque, New Mexico

The topics assigned to position paper writer were:

1. The Mexican American in Higher Education

2. Variables Which Tend to Affect (Impede or Retard) Learning of the Mexican American in American Education

3. Self-Image and Sterotypes of the Mexican American and Effects on Learning and Educational Aspirations

4. The Effects and Implications of Culturally Pluralistic Education on the Mexican American

5. Problems Related to the Availability, Use and Effects of Present American Testing Instruments and Methods with Mexican Americans

6. The Present Status of Publications About and By Mexican Americans and Strategies to Facilitate and Increase Publications Efforts

7. Educational Materials and Media and Their Relevance to the Mexican American Learner

8. An Analysis of How Change Has Taken Place in Changed Institutions and Their Educational Implications for Mexican Americans

9. Desirable Behavioral Modifications of Teachers with Relationship to the Mexican American

10. The Psychological and Learning Effects Relative to Restricting or Using the Native Dialect (e.g.: Pochismo) of the Mexican American Child in the Anglo American School

11. Identification of Mexican American Formal Organizations, Their Structure, Political Power, and Problems in Promoting Educational Programs and Opportunities for Mexican Americans

12. The Effects of Vocational and Technical Education on Mexican Americans

13. Assessment and Relative Effects of Reading Programs for Mexican Americans

14. Identification of Effects of Harassment on the Mental Health of Mexican American Children

15. Utilization and Effects of Mexican American Para-professionals in Educational Programs Related to the Spanish-speaking Student

16. The Effects of Transitional Cultural Marginality on the Personality and Education of the Mexican American

17. Mexican American Deviant Behavior and Its Relationship to Education

18. Current Retardation Procedures and Their Psychological and Social Implications on the Mexican American

19. The Effects of Depicting Hero Models (Through Content) in Shaping Favorable Attitudes Toward Self and Culture

20. The Effects of Current Counseling (Screening) Methods on the Educational Choice and Career Aspirations of Mexican Americans at Institutions of Higher Learning

21. The Positive and Negative Effects of Chicano Militancy on the Education of the Mexican American

22. Chicano Community Action Efforts at the Local Level and Their Effects on Promoting Educational Change for Mexican Americans

23. The Status and Effect of Current (Public Relations) School Media on Mexican American Parents

24. The Status and Educational Effect of Head Start Programs (Pre-Elementary) on Mexican American Children

25. The Extent and Educational/Social Effects of Peer Group Influence Among Mexican Americans

26. The Status and Effectiveness of Programs in Adult Education: A Study of Adult Education of the Mexican American -- Past, Present, and Future

## III. RECOMMENDATIONS FOR FURTHER RESEARCH AND/OR DEVELOPMENT

Panel 2 Proceedings:

Twenty "state of the art" papers were composed and submitted by selected writers to be reviewed by the second panel. Panel 2 was represented by:

Dr. David Ballesteros
Dr. Tom Carter
Mr. Edward Casavantes
Dr. Charles Leyba
Mrs. Geraldine Palomares
Dr. Manuel Ramirez
Dr. Atilano A. Valencia

It was found that the content of the papers varied quantitatively and qualitatively. Here, the cross-disciplinary and scholarly representation of the Panel proved advantageous. Because of the high caliber of the Panel members, recommendations beyond those given in the papers were formulated. These recommendations are presented in the following section.

# AN ANALYSIS OF HOW CHANGE HAS TAKEN PLACE IN CHANGED INSTITUTIONS AND ITS EDUCATIONAL IMPLICATIONS FOR MEXICAN AMERICANS

Recommendations for Research:

The Committee recommended a research project that will focus on the types of actions or changes undertaken by different institutions rather than on institutional content. The study would incorporate two major thrusts:

1.0 Conceptualization of an institutional typology to differentiate between institutional types and program types.

2.0 Identification and analysis of institutional changes occurring in selected institutions and program types. This would take into consideration:

2.1 Differences in institutional approaches in coping with given problem areas or conditions, which have resulted in institutional changes.

Recommendations for Development:

The Committee proposed the development of an educational program for adult Mexican Americans to provide the following:

1.0 Information on the advantages of organizational structure, unity, and group goals.

2.0 Political information on local, state, and national issues affecting Mexican Americans

3.0 Familiarization with strategies and tactics to deal effectively with the power structure.

4.0 Leadership training relative to political and other types of community organizations.

ASSESSMENT AND RELATIVE EFFECTS

OF

READING PROGRAMS FOR MEXICAN AMERICANS

Recommendations for Research:

1.0 Given the present level of research in reading, an analysis is recommended to draw upon theoretical data that are applicable to the development of innovative programs for Mexican Americans.

2.0 A survey of ongoing bilingual and/or reading programs, especially designed to cope with the reading needs of Mexican American children, is recommended. This study would determine:

2.1 The availability and generalizability of bilingual reading materials for Mexican American children.

2.2 The availability of reading materials with particular reference to the experiential background and cultural heritage of the Mexican American child. These, too, would be analyzed in terms of generalizability to Mexican Americans at various income levels and geographical locations.

2.3 The survey would include an assessment of innovative teaching strategies related to the reading needs of Mexican American children.

Recommendations for Development:

1.0 The Committee recommended the establishment of a reading research and development center. This center would tend to check duplication of effort in various problem areas relative to reading, and would serve to utilized personnel, materials, and money resources more efficiently

2.0 Based on the aforementioned research or surveys, the center would undertake development as follows:

CHICANO COMMUNITY ACTION EFFORTS AT THE LOCAL LEVEL

AND THEIR EFFECTS IN PROMOTING EDUCATIONAL CHANGE

FOR MEXICAN AMERICANS

Recommendations for Research:

1.0 The Committee recommended an intensive survey of Mexican American involvement in community affairs in different geographical areas (regional and urban versus rural). The study would deal specifically with problem areas related to the Mexican American population and would include:

1.1 Assessment and analyses of ongoing programs

1.2 Strategies which have proved successful in generating Mexican American involvement

1.3 Degree of involvement by various segments of the Mexican American population (age groups, veterans, etc.).

Recommendations for Development:

Based on the foregoing research, an inexpensive booklet would be designed. This would give a description of models and strategies relative to Mexican American community involvement and implications for change. This would then be disseminated to interested agencies, institutions, organizations, and people who are currently involved in community action.

2.1 A bilingual reading program, with initial instruction in the child's vernacular. But it also would recognize the heterogeneity of the Mexican American population.

2.2 Materials development would draw from a theoretical base, as well as from materials already developed and proved successful. Moreover, it would incorporate innovative ideas that require further pilot or field testing.

2.3 The proposed model reading program would reflect the cultural experience and heritage of the Mexican American child, with particular reference to family, economic status, degree of acculturation, and geographical location.

2.4 The teacher-training model would include:

- 2.4.1 Multisensory processes
- 2.4.2 Development of the teacher as a change agent
- 2.4.3 Emphasis on the interpersonal relationship between the teacher and the child
- 2.4.4 Bilingual teachers and teacher-aides, and their related roles and responsibilities in the instructional program

DYNAMIC UTILIZATION OF MEXICAN AMERICAN PARAPROFESSIONALS

IN EFFECTIVE EDUCATION PROGRAMS

FOR SPANISH-SPEAKING STUDENTS

Recommendations for Research:

The Committee proposed a survey of programs specifically designed for Mexican Americans where paraprofessionals are utilized. This would include the following:

1.0 Selection Criteria

1.1 Degree of Bilingualism

1.2 Experiential background in Mexican American communities

1.3 Concern for the educational and socio-economic needs of Mexican Americans, particularly the low-income communities.

1.4 Ability to relate with Mexican American children

1.5 Evidence of interest in becoming a teacher

2.0 Pre-Service and In-Service Training Component

2.1 Familiarization and training to carry forth teaching strategies relative to Mexican American educational needs

2.2 Familiarization with learning materials and instructional media

2.3 Practicums to affect positive behavioral changes in teaching

3.0 Status and Role of the Paraprofessional

3.1 What position does the paraprofessional cccupy in the program; that is, What are the differentiated roles and responsibilities of paraprofessionals?

Recommendations for Development

1.0 Based on the proposed survey, a series of models can be identified for application in various types of programs.

2.0 In terms of the foregoing study, deficient areas in existing programs utilizing paraprofessionals would be identified. These, then, would provide an information base for further improvising and developing the program.

EFFECTS OF CULTURAL MARGINALITY
ON EDUCATION AND PERSONALITY
OF THE MEXICAN AMERICAN

## Recommendations for Research

Research on this topic is relatively non-existent. The Committee strongly recommended a more intensive and longitudinal study to clearly ascertain significant factors relative to the heterogeneity of the Mexican American population. This type of research would have important implications in designing educational program materials, instruments, etc., for different segments of the Mexican American population. For example, while present-day instruments based on the middle-class Anglo American are not generalizable among Mexican Americans, new instruments designed for one segment of Mexican Americans, in a given geographical area, also would lack validity for the entire Mexican American population.

More specifically, the Committee proposed an intensive longitudinal study relative to the family dynamics of the Mexican American. This would include Mexican Americans in various income levels, age groups, geographical areas, and generations removed from Mexico. The study would focus on a number of significant questions or variables in terms of personality formation and behavior and ramifications to education. Among them would be:

1. How are problems created or solved?
2. Who extends punishment and what types?
3. Who is involved in the decision making?

4. What is the role and male-female relationship ?
5. What are the significant child-rearing practices ?

Secondly, the Committee suggested a study of groups of Mexican Americans to determine degree of acculturation in relationship to personality and educational variables. This would include:

1. A study of recent arrivals from Mexico to show patterns of behavior over given periods of time and in different geographical areas.

2. A comparative (correlated) study of Mexican family groups in given areas in Mexico to Mexican American family groups in the United States.

Recommendations for Development

It was suggested that serious attention be extended toward the development of instrumentation that would correspond to the factors given in the aforementioned research studies.

EFFECTS AND IMPLICATIONS

OF CULTURALLY PLURALISTIC EDUCATION

ON THE MEXICAN AMERICAN

Recommendations for Research

The Committee recommended a comprehensive study that will reveal socio-psychological variables related to the Mexican American. The study would be designed on the basis of the following:

1. Geocultural areas* such as northern New Mexico and southern Colorado, the Rio Grande area in Texas, southern California, southern Texas, etc.

2. A rank-order of characteristics, based on the dominant socio-economic system and its relationship to the Mexican American.

Recommendations for Development

It was suggested that the findings from the aforementioned research study would serve as a continuous and noteworthy reference for further research and/or development. The findings would have notable implications in the development of test instruments, teacher-training; and materials in relationship to Mexican American children in various geographical areas and acculturation levels.

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* Because of proximity or distance from Mexico, urban or rural factors, mass media, variances in frequency and intensity of Mexican migration over the years, and other historical or socio-economic factors, the general characteristics of Mexican Americans in various regions in the nation need to be identified and studied. Such a study would be facilitated by the identification of several different geographical regions with a heavy concentration of Mexican Americans.

THE EXTENT OF EDUCATIONAL/SOCIAL EFFECTS

OF PEER GROUP INFLUENCE

AMONG MEXICAN AMERICANS

Recommendations for Research:

The Committee recommended a research study on the role and function of the peer group, and the influence of membership in the peer group on behavior (particularly school behavior). This would include:

1. A study of reinforcement or absence of reinforcement relative to Mexican American children in school and at home, and implications to peer group formation and influence.

2. A study of peer group influence among Mexican American youngsters in different income levels and geographical areas (Los Angeles, San Antonio, Albuquerque, Denver, Mora, New Mexico, etc.)

3. A study of institutional reaction to peer groups. For example, the study would observe and analyze overreaction or indifference by institutions toward peer group influence and behavior. Specifically, the investigation would analyze changes in social climate (e.g., the school) relative to peer goup formation and influence (restrictiveness versus flexibility, disciplinary measures versus positive reinforcement or understanding, etc.).

DEVIANT BEHAVIOR AMONG THE MEXICAN AMERICANS

AND

ITS RELATIONSHIP TO EDUCATION

Recommendations for Research:

The Committee recommended a research study on psychopathology. This would include:

1. Psychopathological factors and their potential effects on people, and families in general, but with particular reference to Mexican Americans. (The study would determine degree of difference, if any, among Mexican Americans as compared to people in general.)

2. The relationship of defective cognitive and personality development and functioning among Mexican American youth in an educational setting.

3. The relationship between overt-deviant behavior or deviant motivational factors and achievement

4. The relationship of the several types of deprivation factors and cognitive deficits as evidenced in psychological testing and/or school.

Recommendations for Development:

The aformentioned research findings would be available to institutions involved in training and preparing counselors and school psychologists, particularly those who will be working in school systems with Mexican American Youth.

A training model would be developed, incorporating these findings, especially designed for counselors and school psychologists. This could serve as a component in a university's teacher-training program and/or and ongoing pre-service training for practitioners, including private practitioners.

THE MEXICAN AMERICAN IN HIGHER EDUCATION

Recommendations for Research:

1.0 The Committee proposed a study to ascertain the current status of institutions of higher learning (a sampling in different geographical areas). This would include:

1.1 A survey of colleges with high Mexican American enrollment and retention

1.2 An analysis of successful versus unsucessful colleges in holding and training Mexican American students

1.3 An assessment of techniques or programs which have proved successful in training Mexican Americans. For example, this would provide a description of counseling programs, recruitment strategies, admittance criteria, financial aid, etc., that have tended to attract and hold Mexican American students in college studies

2.0 The Committee also proposed a study to determine the causes of non-matriculation of Mexican Americans in universities in proportion to their population. This study would reveal the following:

2.1 The number of Mexican American high school graduates who attend and complete college (proportionately) as compared to Anglo Americans.

2.2 The types of specialization (studies) that Mexican Americans are advised to pursue, and the criteria used in the counseling process.

MODIFICATION OF TEACHER BEHAVIOR

IN

TEACHING THE MEXICAN AMERICAN

Recommendations for Research

The Committee recommended a research study to identify strategies that have proved effective in changing teacher behaviors. Some of these strategies are:

1. Peace Corps type training
2. Sensitivity Sessions
3. Interaction Analysis
4. Micro-teaching Programs
5. Lectures, discussions, role playing, demonstrations and media effects (film, slides, etc.)

Recommendations for Development:

The Committee strongly recommended the development of a teacher-training model for teachers of Mexican American children. This would include the following:

1. Identification of teaching behaviors and modes that emphasize positive elements in the learning scheme. (This would take into consideration the cultural attributes of the child, his learning strengths, his personality, and the achievement level of the child.)

2. Utilization of current types of strategies, instruments, apparatus, and conditions that have proved effective in behavioral modification of teachers.

POSITIVE AND NEGATIVE EFFECTS

OF CHICANO MILITANCY ON THE EDUCATION

OF THE MEXICAN AMERICAN

Recommendations for Research:

1.0 The Committee recommended a comprehensive survey of ethnic study programs to ascertain the following:

1.1 Availability of instructional materials relative to the programs

1.2 Teaching staff types and instructional strategies

1.3 Proportion of Chicano student enrollment relative to Mexican American school enrollment

1.4 Proportion of other student enrollment

1.5 Types and nature of course offerings

1.6 Nature and effects of related program components (student orientation sessions, faculty training, student organizations, etc.)

1.7 Availability and utilization of university facilities, personnel, and services

1.8 Status of ethnic studies in the university curriculum

1.9 Perceptions (negative or positive attitudes) of the program by the faculty, Chicano students in and outside the program, and other students

2.0 A second study was suggested to determine the effect of militancy in institutions of higher learning. This would include:

2.1 Types of Chicano organizations, their underlying philosophies, and identifiable goals

2.2 Tactics, slogans, and titles related to identification, unity, and action

2.3 Institutional modifications resulting from Chicano student militancy

3.0 A study of non-school Chicano organizations was proposed to determine:

3.1 Goals and tactics applied to affect institutional change

3.2 Tactics, slogans, and titles related to identification, unity, and action

3.3 Significant institutional changes traceable to militancy movements by Chicano organizations (other than university)

PROBLEMS RELATED TO THE AVAILABILITY, USE, AND EFFECTS
OF PRESENT AMERICAN TESTING INSTRUMENTS
AND METHODS WITH MEXICAN AMERICANS

Recommendations for Research:

The Committee proposed a reverse and intensive longitudinal study on successful Mexican Americans to determine the predictive validity of most commonly used "entrance" tests. (ACT, GATB, GRE, Millers Analogy, etc.) and aptitude tests.

Recommendations for Development:

Tests of "immediate Learning" were recommended for development. It was pointed out that Jensen's * study be used as a chief reference for this type of test development. Variables such as rural versus urban populations, degree of bilingualism, geographical areas, degree of acculturation, etc., would be given serious consideration in this type of test design.

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*Jensen, Arthur R., "Learning Abilities in Mexican American and Anglo-American Children," California Journal of Educational Research, Vol. XII, No. 4, 1961.

# SELF-IMAGE AND STEROTYPES OF THE MEXICAN AMERICAN AND EFFECTS ON LEARNING AND EDUCATIONAL ASPIRATIONS

## Recommendations for Research:

The Committee identified this problem area clearly as high priority. Yet, it was noted that research on this topic is very limited. A study was proposed to ascertain the types of conditions which lead to a positive or negative self-image. This would include:

1. An analysis of factors or behaviors which are significantly related to positive or negative self-image.
2. A study to determine the significant difference between self-concept of ability and the generalized idea of concept. In other words, the study would deal with multiple variables related to self-image as compared to a generalized (unitary) concept.
3. Relate self-image studies to teacher's self-fulfilling prophecies based on these self-images.
4. Relate self-image studies to students themselves in terms of self-fulfulling prophecies.

## Recommendations for Development

1. In relationship to the proposed research study, instruments would be designed to specifically and objectively measure a series of given variables.
2. Based on the findings in the suggested research study, a teacher training model would be developed. This would incorporate behavioral modification aspects for teachers working with Mexican American children.

SOCIOLINGUISTICS AND THE STUDY OF SPANISH

AND ENGLISH LANGUAGE VARIETIES

AND THEIR USE IN THE SOUTHWEST

Recommendations for Research:

The Committee proposed the establishment of a sociolinguistic center. This would serve to identify and conduct needed research on a number of linguistic and social variables. The sociolinguistic categories given in the position paper are:

1.0 Linguistic Data

1.1 Regional and non-standard variants of Spanish in the field of phonology, grammar, and lexicon, according to use by different social strata.

1.2 Non-standard features of the English employed by various socio-economic groups

1.3 Interference phenomena

2.0 Socio-Attitudinal Data

2.1 Attitudes toward the different varieties of Southwestern Spanish and English and the degree of "language loyalty."

2.2 Attitude toward comparative life-styles and value systems of the Anglo and Mexican American

3.0 Bilingual Communication Data

3.1 Patterns of linguistic dominance

3.2 Distributive roles of Spanish versus English in Southwestern communication networks

3.3 Ranges of codes employed

3.4 Code switching

Recommendations for Development:

The author proposed the following types of development closely related to basic research:

1.0 A taxonomic description of the language varieties of the Spanish Southwest, with commentary on the roles they play in regional communication networks

2.0 Instruments for arriving at a bilingual profile index, composed of measurements of:

2.1 Proficiency in the four skills (speaking, understanding, reading, and writing) of standard and non-standard varieties of Spanish and English

2.2 Styles of codes handled

2.3 Communication competence in bilingual situations

2.4 Linguistic interference

2.5 Cross-cultural attitudinal orientation

THE STATUS AND EDUCATIONAL EFFECTS

OF HEADSTART PROGRAMS

ON MEXICAN AMERICAN CHILDREN

Recommendations for Research:

1.0 The Task Force proposed an investigation of ongoing headstart programs for Mexican American children that would include:

1.1 A description of various program components (activities and experiences in cognitive and psychomotor processes), and philosophy and objectives of the program. (It would determine whether the program tends to relate to the culture and learning style of the child or to a pathological philosophy)

1.2 An analysis of teaching strategies (bilingual or non-bilingual, reinforcement, conventions, affective dimensions, etc.), types of materials and objectives, and the roles of the teachers and teacher-aides.

1.3 An assessment of the teacher-training component in terms of teacher behavioral changes in utilizing innovative strategies (e.g., providing multisensory experiences for children) and development of favorable attitudes toward Mexican American children and their cultural heritage.

2.0 The Committee recommended both short-term and longitudinal traditional and innovative studies to measure the broad effects of headstart programs on the education of Mexican Americans.

3.0 It also was proposed that a survey study be undertaken to determine provisions for articulation between ongoing headstart programs and the elementary schools.

Recommendations for Development:

Based on the foregoing research, the Committee proposed an objective analysis of the findings to identify components that can serve as models.

Furthermore, the committee recommended development of headstart program components that have not been satisfactorily developed in existing projects. This would give special consideration to the following:

1.0 Development of a headstart program particularly designed for the Mexican American child and his educational needs. This would include:

1.1 An appropriate curriculum to enhance cognitive and psychomotor development among Mexican American children using, when appropriate, culturally relevant games, customs, etc.

1.2 Utilization of a bilingual approach for the Spanish-speaking child, and favorable recognition and accommodation of other features (i.e., songs) in his cultural heritage

1.3 Development of instrumentation to give more accurate measures of his cognitive and psychomotor growth, based particularly on age level and socio-economic (culture of poverty and ethnic) factors.

1.4 Development of a teacher-training component relative to the program objectives, but more importantly to the needs of the target group. The emphasis would be on a child-centered approach, with consideration to the culture and experiential background of the individual child.

1.5 Selection of program personnel (staff) with competencies in the areas of program emphasis, as well as a geniune concern for the special needs of Mexican American children, or special training to achieve this same end.

1.6 Provisions for promoting a follow-through program to assure a continued emphasis on the learning components that relate favorable toward the educational development and well-being of the Mexican American child; while at the same time, maintaining and perpetuating a positive image of his total cultural heritage.

THE STATUS AND EFFECTIVENESS

OF PROGRAMS IN ADULT EDUCATION

FOR MEXICAN AMERICANS

Recommendations for Research:

The members of the Committee recommended a survey of different adult basic education programs. This would include:

1. A perception study of students in the program.

2. A perception study of the faculty in the program (selection criteria, qualifications, etc.)

3. A curriculum assessment study to ascertain the number and types of courses in which Mexican Americans tend to concentrate, types of course offerings in the program, and relevancy of curriculum and instructional elements to the long-term family, ecomomic, and other social needs of the learner.

Recommendations for Development:

Three major areas were recommended for development:

1. Design and development of learning materials for use in the home of the learner (self-initiated study materials).

2. Experimentation and development of various types of diagnostic and assessment instruments for the Mexican American undereducated adult. Some of these materials must be in the first language of the adult.

3. Experimentation and development of teaching strategies in terms of the interests, motivations, language, and other cultural factors found in the undereducated Mexican American adult.

# VARIABLES WHICH TEND TO AFFECT LEARNING PROCESSES OF THE MEXICAN AMERICAN IN AMERICAN EDUCATION

Recommendation for Research:

This type of a research study would attempt to ascertain the cognitive, intellectual and perceptual characteristics found among Mexican American children -- characteristics which may clearly be ethnically unique in terms of the Mexican American. Specifically, the following research questions would be presented:

1. What are the ethnic, cognitive, intellectual and perceptual characteristics of Mexican American children?
2. Are the noted characteristics of Mexican American children different from those of other American children, particularly those of the middle-class Anglo child?
3. In what ways can these differences affect classrooom learning situations?

Recommendations for Development:

The aforementioned research would have important implications to the development of instructional strategies and learning materials relative to given ethnic characteristics.

Immediately relative to the proposed research would be the design and development of instruments that would be relevant and useful in measuring ethnic variables or characteristics.

It is very likely that (non-pathologic) personality characteristics also will become known during the study. Knowing personality patterns will help in a manner analogous to knowing cognitive patterns.

VOCATIONAL-TECHNICAL EDUCATION

AND

THE MEXICAN AMERICAN

Recommendations for Research:

The following types of studies were proposed:

1. A research study to determine the number of Spanish-surnamed people in vocational education and the age ratio to the Spanish-speaking population in the area.

2. A research study to determine attitudes (negative or positive) relative to vocational education among school personnel and across different income and ethnic groups in the public schools.

3. A reverse longitudinal study to ascertain the mechanisms related to placement or non-placement of Mexican Americans in various technical-vocational curricula. This would include test types, test data interpretation and inferences, counseling and other related factors.

4. A research study to determine the degree of conventionalism or conservatism in technical-vocational school curriculum and instruction, particularly in schools where Mexican Americans are heavily enrolled.

5. A study to ascertain the relationship between occupations opened to Mexican Americans and the training that is provided for them. Factors such as the articulation between the curriculum and society, and the effects of unionism in job placement would be included in this type of study.

# CURRENT RETARDATION PROCEDURES AND SOCIAL IMPLICATIONS ON THE MEXICAN AMERICAN

The fact that a disproportionate number of Mexican American children have been traditionally and often erroneously classified as mentally retarded is well established through recent research. The fact that this practice is still found in many school districts with Mexican American children also is evident. Moreover, the fact that outmoded and culturally-biased instruments are being used to measure the intelligence among American children across ethnic or soico-economic groups, and the results erroneously applied to classify them as mentally retarded remains a serious contemporary educational problem.* The following recommendations are proposed:

1. The irrelevancy and inapproriateness of present-day instruments in measuring the intelligence of Mexican American children must be generally recognized by all agencies, institutions, and persons concerned with the education of these children. Institutions, agencies, and persons concerned with the education of Mexican Americans must be informed about the ill effects of this practice. A short-term project is proposed to identify recipients and to forward research data and other related information to them. A pamphlet containing this information is suggested. A film strip or other audio/visual media would be produced. Thus, this effort could produce a package of information for dissemination. This,then, would have important implications in changing the procedures and information provided for teachers, school counselors, school administrators, psychologists, and social workers in the universities and in-service training programs.

2. It has been recommended that newly developed instruments are needed to measure learning variables relative to the Mexican American. As these instruments are developed, field tested, and proved

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*The administrative channels through which the child is processed is equally as "faulty" an instrument as is the test instrument itself.

appropriate for Mexican American children, information must be readily available to school people at various educational levels. This also could be a phase of the project undertaking proposed in the foregoing recommendation.

## CONCLUSIONS AND GENERAL RECOMMENDATIONS

The recommendations for further research and/or development have been presented in two parts under each problem area. The degree of specificity given under each problem area varies in accordance with the nature of the topic.

Among the top-priority needs expressed by the Task Force Committee is that of informing agencies, institutions, and other interested people about the problem areas highlighted in the report. It is, therefore, proposed that the Bureau of Research continue its efforts to bring about the realization of the project objectives by making provisions for extensive dissemination of the report findings.

The ERIC Clearinghouse and the Southwestern Cooperative Educational Laboratory have the capabilities of undertaking a continuous dissemination process. The SWCEL also can provide assistance in identifying prospective recipients of the report -- recipients who are action prone and very likely to respond to the needs underscored in the report. Therefore, rather than having the report collect dust on the shelves of a Washington, D. C., office, it is hoped that it will be used as a perpetual stimulus for further research and/or development relative to the aforementioned problem areas. Dissemination of 50,000 to 70,000 copies of each of the research results should be anticipated.

Furthermore, it was suggested that the Committee members submit a list of the "state-of-the-art" papers that are noteworthy for publication. These papers then will be forwarded by the SWCEL to the ERIC Clearinghouse,

Las Cruces, New Mexico, for further review and possible inclusions and availability to interested readers.

The Committee also emphasized the desirability of enlisting the services of Mexican Americans in the Bureau of Research. These Spanish-speaking staff members, at a sufficiently high level of competency and responsibility, would serve to propose, initiate, and evaluate programs specifically designed for the Mexican American.

Finally, it was suggested that the continuance of the present Task Force would be highly advantageous in providing additional input, from time to time, on the foregoing problem areas as well as other emerging educational needs relative to the Mexican American. The title of the proposed committee might be "The Chicano Research Directorate." This group could assume a seperate identity, or be associated with an agency that would be responsible for maintaining communications with Committee members, preparing agenda and meeting dates, arranging for facilities, accommodations, and forwarding meeting reports to the Bureau of Research. The continuance of the Task Force Committee would, of course, require some financial support by the Bureau and/or other agencies.

# Appendix A

## Sample Copy of the Survey Questionnaire

Name:_____ Phone No. _____

Problem 1

1.1 Statement of the problem:

1.2 This problem affects the education of the following Spanish speaking people in the nation (check one or more):

| | |
|---|---|
| Mexican American | ( ) |
| Puerto Rican | ( ) |
| Cuban | ( ) |
| All of the above | ( ) |
| Other Latin American | ( ) |

1.3 Type of Research (theoretical, empirical, and/or descriptive):

1.4 If needed, use this space for further comments:

(Possible availability as position paper writer -- honorarium to be negotiated with the writer): yes_____ no_____